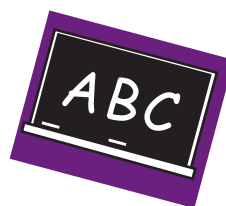


Functional Independence



Expressing Ideas

*Item Descriptor
Samples*

Grade 4

MICHIGAN STATE BOARD OF EDUCATION
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Michigan Department of Education, Bureau of Assessment and Accountability contact information can be found in the General Information section of the *2010/2011 MI-Access Test Administrator Manual*.

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Expressing Ideas

This booklet contains sample Expressing Ideas items from previous test administrations. The information contained in this booklet may be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. This document is not secure and may be copied and distributed as needed.

Each sample item contained in this booklet is preceded by the Extended Grade Level Content Expectation (EGLCE) code and a brief description of what the item measures. This EGLCE code and abbreviated descriptor is provided as a reference for educators, and does not appear in the student test booklet. The complete set of Michigan's Extended Grade Level Content Expectations and Extended Benchmarks is located at www.michigan.gov/mi-access.

Since the grades 3-8 assessments are administered during the fall of the school year, only content from the previous grade level is measured on the assessment. For example, items eligible for the grade 4 assessment will measure grade 3 EGLCEs.

In the Functional Independence Expressing Ideas Assessments, students in grades 4, 7, and 11 are asked to respond to two prompts by “expressing ideas” related to practical, real-world situations. The prompts have been developed to accommodate various response modes, which means that students may write, draw, or use a combination of the two modes to express themselves. Students whose disabilities prevent them from writing or drawing may dictate their responses. A checklist is provided for students to use as they review and proofread their response to the prompt. During test administration, the teacher reads the directions, the prompt, and the checklist to the student before the student begins his/her response to the prompt.

Student responses are evaluated by external, specially trained hand-scorers using a four-point rubric that measures topic focus, organization, and use of language and visual conventions. Sample student papers, the scores earned, and annotations for each response are included. The scoring rubric is shown at the end of the section.

PART 3

EXPRESSING IDEAS

DIRECTIONS: Read the prompt. Complete your response to the prompt on the student answer document. Then, use the checklist to review and proofread your response.

W.GN.03.FI.EG01: Write/draw personal narrative

Prompt: Tell about what you would like to be when you grow up. Be sure to include details and examples in your response.

CHECKLIST

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- _____ Did I answer each part of the prompt?
- _____ Did I support my ideas with details?
- _____ Did I organize my ideas and details clearly?
- _____ Did I review my response one more time to make sure it is just the way I want it?
- _____ Did I put my response on the student answer document?

W.GN.03.FI.EG01: Write/draw personal narrative

Prompt: Tell about a time when someone helped you do something. Be sure your story has a beginning, middle, and end.

CHECKLIST

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- _____ Did I answer each part of the prompt?
- _____ Did I support my ideas with details?
- _____ Did I organize my ideas and details clearly?
- _____ Did I review my response one more time to make sure it is just the way I want it?
- _____ Did I put my response on the student answer document?

W.GN.03.FI.EG01: Write/draw personal narrative

Prompt: Tell about what you like to do outside when the weather is cold. Be sure to include details and examples in your response.

CHECKLIST

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- _____ Did I answer each part of the prompt?
- _____ Did I support my ideas with details?
- _____ Did I organize my ideas and details clearly?
- _____ Did I review my response one more time to make sure it is just the way I want it?
- _____ Did I put my response on the student answer document?

W.GN.03.FI.EG01: Write/draw personal narrative

Prompt: Tell about a place you would like to visit and why. Be sure to include details and examples in your response.

CHECKLIST

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- _____ Did I answer each part of the prompt?
- _____ Did I support my ideas with details?
- _____ Did I organize my ideas and details clearly?
- _____ Did I review my response one more time to make sure it is just the way I want it?
- _____ Did I put my response on the student answer document?

W.GN.03.FI.EG01: Write/draw personal narrative

Prompt: Tell about a game you like to play. Be sure to include details and examples in your response.


CHECKLIST

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- _____ Did I answer each part of the prompt?
- _____ Did I support my ideas with details?
- _____ Did I organize my ideas and details clearly?
- _____ Did I review my response one more time to make sure it is just the way I want it?
- _____ Did I put my response on the student answer document?

Anchor Paper 1

I like to play Legos on the computer. I really like to build a whole city out of Legos. If you use the Lego people, it looks more real. You have to turn the lever carefully to get the trains in their places. When you get it all set up, you have to be careful and watch where all the people are going. I love Legos. It is fun!

If scribed, initial here: **Anchor Paper 1**
Score Point 4

The writing shows a strong focus on the prompt topic (*I like to play Legos on the computer*). Many appropriate details and examples based on the student's prior knowledge and experience are given. There is a clear organizational structure. The writing flows and has a nice conclusion. The writer demonstrates control of word choice and language conventions.

Anchor Paper 2

My Favorit game is will Sports
 because you get to play lots of
 sports like tinnies, basketball, bowling,
 gofe and boxing they all are fun
 to play it just like your nily
 playing in fillife when I play
 boxing it fils like he is rely
 hitting me. when I play gofe
 it shems like im on the
 gofe field. When tinnies it
 fun it even fils like I have
 a tinnies rakit in my hand.
 That's why my favorit game is wii Sports.

If scribed, initial here: _____

Anchor Paper 2
Score Point 4

The writing shows a strong focus on the prompt topic with many appropriate details and examples provided. The examples included are based on the student's experience (*when I play boxing it fils like he is rely hitting me*). There is a clear organizational structure resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in conventions (spelling and punctuation) do not interfere with understanding.

Anchor Paper 3

We play horseshoe game. I like it.

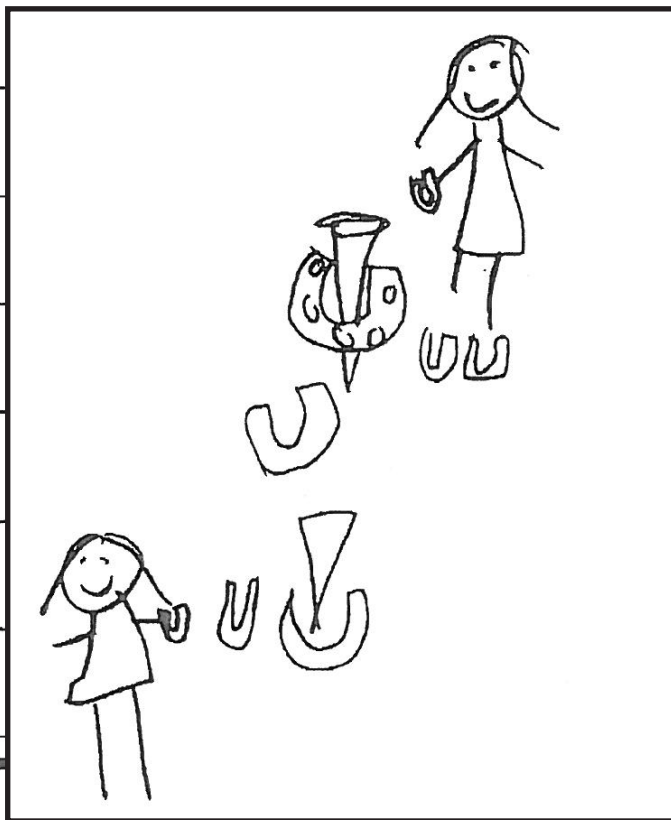
I throw the horseshoe into the stick.

Somebody gets the points. Wins. Red horseshoe

goes first throwing and blue goes first

throwing the horseshoe. And red team wins.

And they went home.



If scribed, Initial here:

Initials

Anchor Paper 3**Score Point 3**

The writing includes some development of the topic. The writing needs stronger organization and connections among ideas to obtain the highest score point. It also needs greater variety in sentence structure. The drawing includes some details which are supported by the written text. The visual text presents an attempt at a logical organization and arrangement of figures.

Anchor Paper 4

I like to play in a stroller
it is a game I made up
and it is fun to. this is
how to play it you get in
the stroller then you push
the wheel then you go
down the hill.

If scribed, initial here: _____

Anchor Paper 4**Score Point 3**

The writing focuses on the prompt topic (*I like to Play in a stroller*). There is some development of the topic with appropriate details. This response needs additional details and/or examples to obtain the highest score point. The writing demonstrates some attention to word choice and syntax, but needs greater variety in vocabulary and sentence structure to obtain the highest score point.

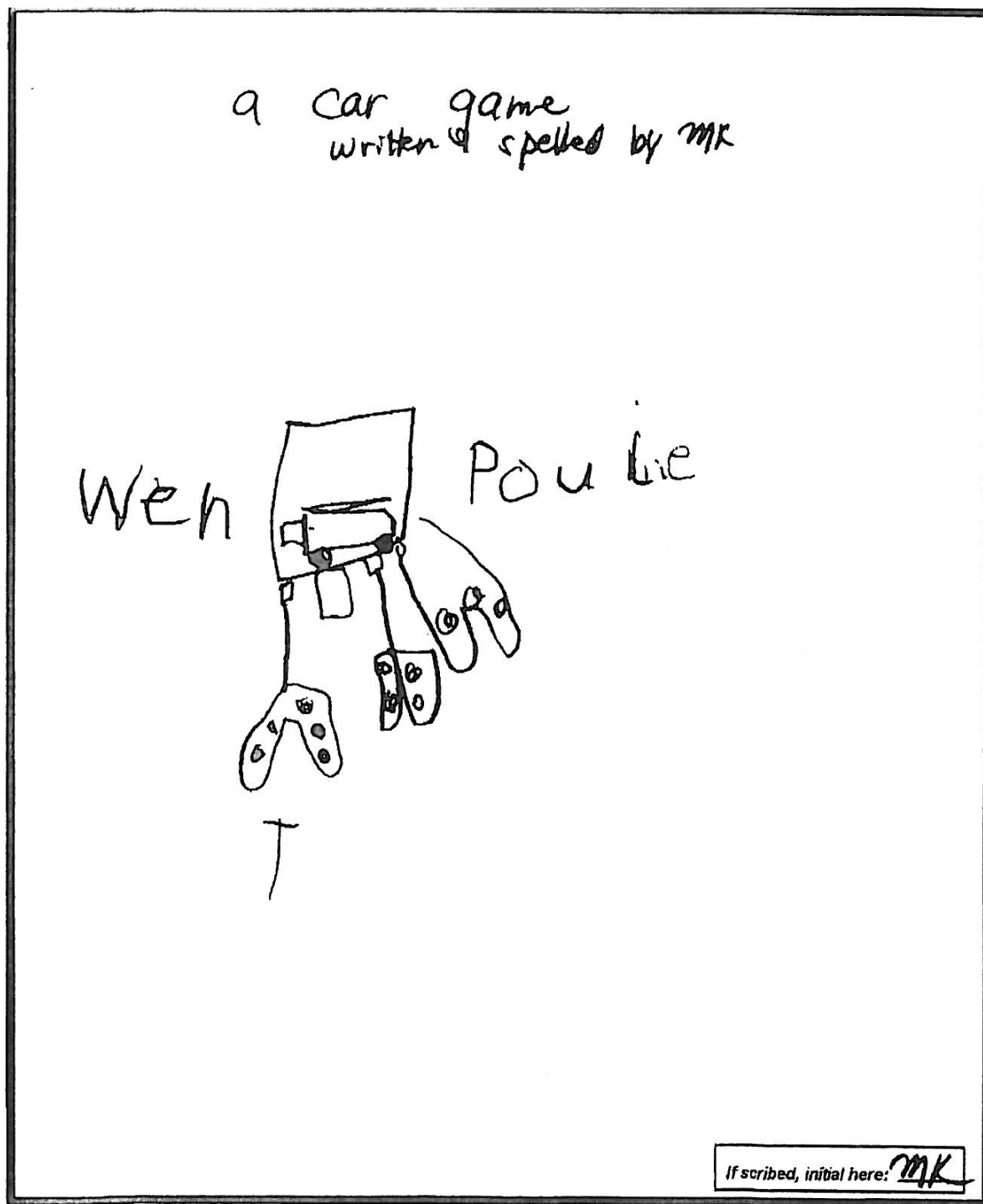
Anchor Paper 5

Frae-way it is a game that
there is a duck and you
chriy to get or duck acrales
the rode with out geting hit.

If scribed, initial here: _____

Anchor Paper 5**Score Point 2**

The writing is somewhat on topic. There is limited development with simplistic details and examples. The writing contains some errors in conventions that interfere with understanding (*Frae-way* for Freeway, *chriy* for try, *acrales* for across).

Anchor Paper 6**Anchor Paper 6****Score Point 2**

The drawing is somewhat on topic (*a car game*), showing limited development with insufficient details. The visual text lacks a clear organization of ideas and arrangement of figures. The reader infers that the writer likes to play a car game and that the car game is a video game played with controllers (by players Wen and Pou).

Anchor Paper 7

I will to play my
fuet ba|||gamy outside.

① Chess I ~~don't~~ win.

The writing shows an attempt to respond to the prompt with little development of the topic. (*Chess I...Win*). The writing demonstrates little control over vocabulary or sentence formation. The vocabulary is limited to a few words, one of which is difficult to understand.

Scoring Rubric - Grades 4, 7, and 11

	Writing	Drawing
4	The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding.	The drawing focuses on the topic. Pertinent details and/or examples based on the student's prior knowledge and experience are: (1) clearly present in the drawing; (2) present in the drawing and enhanced through written explanation by the student and/or transcribed oral explanation by the assessment administrator; or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding.
3	The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.	The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing; (2) mostly present in the drawing and supported through written and/or transcribed oral explanation; or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding.
2	The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure, and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult.	The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing; (2) present in the drawing and supported through minimal written and/or transcribed oral explanation; or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult.
1	The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible.	The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little to no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible.

Not ratable if:

- A** – off topic
- B** – illegible
- C** – written in a language other than English
- D** – blank/refused to respond



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